DOCUMENT RESUME

ED 238 626 RC 014 495

AUTHOR	Beckner, Weldon; And Others
TITLE	Needs in Smaller Schools of the United States: A Study. Research Monograph No. 3.
INSTITUTION	Texas Tech. Univ., Lubbock. National Center for Smaller Schools.
SPONS AGENCY	Moody Foundation, Galveston, Tex.; New Mexico State Univ., Las Cruces. Center for Rural Education.
PUB DATE	83
NOTE	43p.
AVAILABLE FROM	New Mexico Center for Rural Education, Box 3CRE, Las Cruces, NM 88003 ($5.00 ea.).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academically Gifted; Administration; *Administrators; Attitudes; Burnout; Classroom Techniques; Comparative Analysis; *Curriculum; Educational Needs; Educational Research; Elementary Secondary Education; Geographic Regions; Incentives; Instruction; Motivation Techniques; *Needs Assessment; *Professional Development; Questionnaires; Racial Differences; Self Concept; Sex Differences; *Small Schools; Staff Development; Student Motivation; *Teachers
IDENTIFIERS	United States (Midwest); United States (Northeast); United States (Southeast); United States (Southwest); United States (West)

ABSTRACT

To conduct a national assessment of the educational needs of smaller schools in the 48 contiguous states, the National Center for Smaller Schools surveyed 951 schools in 17 states within 5 geographic regions during the fall of 1981. The superintendent, one principal, and three teachers in each sample school district completed a questionnaire focusing on three areas: curriculum and instruction, administration, and professional preparation and development. For all respondents, the most important issues concerned classroom management and school administration. The least important issues concerned curriculum offerings and instructional methods. Over 77% of the items were perceived both as important and well performed. However, 12 items seen as important but poorly performed constituted definite areas of need. Of these, most were in the professional preparation and development category. The top five needs were developing student motivational strategies, providing training in fostering positive student self-image, identifying strategies to deal with teacher burnout, providing professional development incentive programs, and providing programs for gifted and talented students. Although few differences existed between the perceptions of superintendents and principals, significant differences existed between teachers and the more positive administrators. Significant differences also existed between the Southeast and the Western regions. (SB)

Needs in Smaller Schools of the United States: A Study

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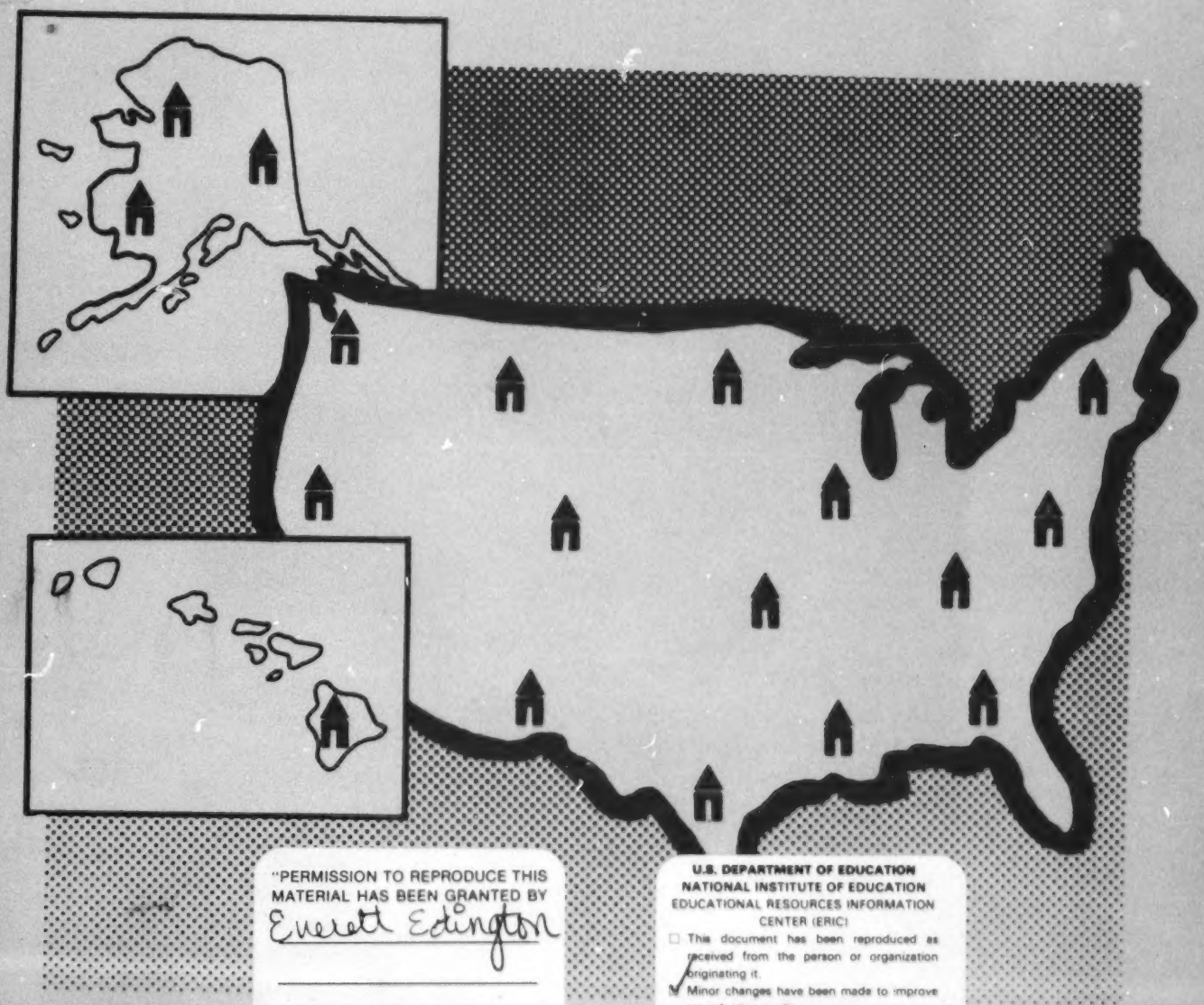

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RC014495

NEEDS IN SMALLER SCHOOLS OF THE UNITED STATES: A STUDY

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1983

Published by the
New Mexico Center for Rural Education
New Mexico State University
Las Cruces, New Mexico
88003

Research Monograph No. 3

ABSTRACT

A needs assessment pertaining to the smaller schools of the nation was conducted in the fall of 1981 by the staff of the National Center for Smaller Schools at Texas Tech University. A statistical sample of the defined schools was drawn, stratified by five geographic regions: Northeast, Southeast, Southwest, Midwest, and West. The superintendent of each sample school district was requested to complete a questionnaire and to ask one principal and three teachers to complete a similar questionnaire.

The survey was categorized into three parts: Curriculum and Instruction, Administration, and Professional Preparation and Development. Over 77% of the items on the survey were perceived both to be important and to be well performed in reality. On the other hand, 12 items were found to be definite areas of need, 10 of which were from the professional preparation and development category. The top five needs were (1) the development of strategies to motivate students; (2) the provision of training in fostering positive student self-image; (3) the identification of strategies for dealing with teacher burnout; (4) the provision of some type of incentive program for professional development, such as college credit, released time, or monetary compensation; and (5) the provision of programs for gifted and talented students.

There were significant differences between the perceptions of teachers and administrators, as well as some differences by region of the country.

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Cover designed by Debra Ann Guerrero

CONTENTS

ABSTRACT.....ii

INTRODUCTION.....1

PURPOSE OF THE STUDY.....1

METHODOLOGY.....2

Design.....2
Sampling Procedure.....2
Instrumentation.....3
Treatment of the Data.....4

FINDINGS.....5

Demographic Data.....5
Total Sample.....11
Ideal and Real Rankings.....11
Quadrant Assessment.....15
Differences in Findings by Position.....17
Differences in Findings by Region.....19
Other Findings.....21

SUMMARY.....22

BIBLIOGRAPHY.....24

APPENDIX A: Questionnaire.....25

APPENDIX B: Significant Differences between Teachers and Administrators (Ideal).....33

APPENDIX C: Significant Differences between Teachers and Administrators (Real).....36

INTRODUCTION

Since the Conant report (1959) recommending consolidation of smaller schools, the major emphasis of educational research and development efforts has been concerned with organization, programs, and change processes to improve larger consolidated schools. Recently, however, many factors have converged to provide the impetus for a new interest in educational research and development--the smaller schools.

Parks and Sher (1979) emphasized three fundamental reasons for federal agencies and others to begin taking rural education problems seriously. They are (1) the changing nature of the countryside as a result of current and predicted migration trends; (2) the national mandate for justice and fairness, or equal educational opportunity; and (3) the need for a timely concept of rural development. Other experts have concentrated on describing some of the problems and misconceptions about small schools (Dunne, 1981a; 1981b; "America's Small Town Boom" 1981; and Hobbs, 1981).

The phenomenon of "reverse migration" has also strengthened concerns about education in small and rural schools. Ross and Green (1979) reported the migration from the city to the country, which began in the early seventies and continues to increase into the early eighties. The rapid growth in rural areas causes many problems for schools, including lack of finances; lack of instructional diversity; and inadequate materials, resources, and physical facilities (Swick and Henley, 1975; Tamblyn, 1971).

There are several studies which show evidence of renewed support for small schools (Tamblyn, 1971; Dunne, 1980; 1981a; 1981b), all of which emphasize the need for improving the quality of schools. However, the specific problems of these schools have not yet been adequately defined. Dunne, among others, has noted that there does not exist a reasonable body of knowledge or well-gathered, well-analyzed data that explains what rural life and education are really like. Without such information it is unlikely that significant improvement in rural and small schools will occur.

PURPOSE OF THE STUDY

The purpose of this study was to conduct a national assessment of the educational needs of smaller schools. The information obtained from this survey should provide data upon which policy decisions, program plans, and additional research can be based. The study was conducted by the National Center for Smaller Schools, located at Texas Tech University and partially funded by a grant from the Moody Foundation of Galveston, Texas.

METHODOLOGY

Design

A stratified random sampling procedure was used to collect necessary data. The sample was stratified first by the five geographic regions of the country and then within regions. The following three definitions of "small" public schools were used: (1) any school or school system that enrolls fewer than 1,000 students; (2) any secondary school that enrolls fewer than 300 students; or (3) any elementary school that enrolls fewer than 15 students per grade.

The sampling method used in this study is alternatively referred to as "deep stratification" or "controlled selection" (Kish, 1965). Its principal advantage is described by Lawton: "It is a technique which allows one to use prior knowledge to the full in choosing the variables to be used in stratification and in forming subsets to be selected, while simultaneously offering good protection against the introduction of bias into the sampling process" (1981, p.16). Because "drawing a small, uncontrolled random sample from a (relatively) large population does create almost unlimited opportunities for one...to be saddled with a grossly atypical sample," the controlled selection process was particularly well suited for this study (Lawton, 1981, p.13).

Sampling Procedure

The survey was restricted to the 48 contiguous states. These states were grouped into the following regions of the country--Northeast, Southeast, Southwest, Midwest, and West. The states surveyed in each of the regions were as follows: Northeast--Maine, Massachusetts, Connecticut; Southeast--Kentucky, North Carolina, West Virginia, Mississippi; Southwest--Texas and New Mexico; Midwest--Michigan, North Dakota, Kansas, and Wisconsin; West--Oregon, Idaho, and Nevada. The number of states selected in each region represents one-third of the total number of states in that region.

The state directories were examined for the purpose of eliminating from consideration those schools or school systems that did not meet the stated criteria for smallness. The selected schools and school systems were numbered consecutively within each region and grouped (school district, secondary school, or elementary school). This grouping provided three lists within each region. The total number of eligible schools and school systems was then computed for all five regions. That number served as the

total population from which the appropriate sample size was identified from a population sample size table.

After the national sample size was determined, the sample size for each region was computed for each of the categories identified above. Samples were then drawn using a table of random numbers.

Instrumentation

The items selected for inclusion in the instrument were generated principally from two sources: a review of the literature and an informal survey. The review of the literature focused on writings pertaining to the educational needs of small and rural schools. The informal survey was conducted among six graduate education classes during the first summer session, 1981, at Texas Tech University. Responses were used only from persons who identified themselves as working in a small or rural school at the time the survey was conducted.

Three broad areas of possible need were identified: Curriculum and Instruction, Administration, and Professional Preparation and Development. The items within these three broad categories were accepted for inclusion in the instrument through a consensus-reaching process among staff members of the National Center for Smaller Schools.

A discrepancy model for collecting and processing the data was developed. The instrument utilized a five-point Likert-type scale for both sets of responses---the "Ideal" form and the "Real" form. The Ideal form required the respondent to rate the items in terms of their perceived degree of importance, on a scale ranging from "essential" to "not important." The Real form required the respondent to rate the same items in terms of the respondent's perception of how well these needs were being met, or how well they were being performed. The scale for this form ranged from "very well" to "very poor."

The reason for using a discrepancy model for data collection and analysis was to ensure that items identified as important were also actual needs. Many items may be rated important, but if they are already being performed well then they are not needs. The operational definition of a "need," then, was the discrepancy between levels of perceived importance and perceived performance.

The demographic information collected from each respondent included population setting, sex, ethnicity, position, age, highest degree earned, total years in education, and years experience in small schools. The entire instrument is contained in Appendix A.

Treatment of the Data

The methodology used for collecting and analyzing the needs assessment data was adapted from a design conceived and implemented by Dr. Gaston Pol, in San Antonio, Texas, in 1975. Pol's Needs Assessment of Educational Goals (1975) utilized the Quadrant Assessment Model, validated in 1973. The model is based on four variables generated from the survey forms: High Ideal, Low Ideal, High Real, and Low Real.

Every item can be found somewhere on the high-low continuum on both the Ideal and the Real scales. Because the instrument utilized a five-point Likert-type scale, the natural midpoint in the distribution of possible means was 3.0. Any mean which was equal to or above 3.0 was considered relatively "high" and any mean which was below 3.0 was considered relatively "low." When ratings of both importance and performance are examined concomitantly, every item must fall into one of four categories or quadrants: High Ideal/High Real; High Ideal/Low Real; Low Ideal/High Real; or Low Ideal/Low Real (see Figure 1).

HIGH IDEAL HIGH REAL	HIGH IDEAL LOW REAL
LOW IDEAL HIGH REAL	LOW IDEAL LOW REAL

Figure 1. Quadrant Assessment Model (Pol, 1973).

Items appearing in the High Ideal/High Real quadrant were perceived to be important and well performed in reality. Items appearing in the High Ideal/Low Real quadrant were perceived to be important but not well performed in reality (the Needs Quadrant). Items appearing in the Low Ideal/High Real quadrant were perceived as being performed well, despite their relatively low importance. And items appearing in the Low Ideal/Low Real quadrant were perceived to be neither important now well performed.

Individual ranking within quadrants was determined by a combined weighted score, calculated by multiplying the Ideal score (mean) by two and subtracting from that the Real score (mean). The higher this score was, the higher the item appeared in the quadrant. This procedure was used to avoid negative numbers and to distinguish between equal "score differences" but unequal ideal scores. For example, an Ideal-Real score pair of 4.9 - 2.9 and an Ideal -Real score pair of 3.1 - 0.1 have an equal "score diffference," but the ideal score of the first pair indicates that this item is ranked higher than the second item. Quadrant Assessment Models were generated with the data from all the respondents and also for each of the following groups of respondents: teachers, principals, and superintendents. These three groups represented over 92% of all respondents.

Other statistical procedures were employed in addition to analysis with the Quadrant Assessment Model. Means and frequency distributions were calculated for all demographic data and for each item in the survey. Difference testing by region of the country and by position was performed. For the former, one-way analysis of variance with accompanying Duncan's Multiple Range tests were used. For the latter, T-tests were performed on the individual items, on the total scales (Ideal and Real), and on the subscales of each scale (curriculum and instruction, administration, and professional preparation and development).

FINDINGS

Nearly 5,600 surveys were mailed to over 1,200 school districts throughout the country. Slightly under 1,100 surveys were returned, representing about a 20% rate of return. Of the 1,100 surveys returned, 951 were used in the data analysis.

Demographic Data

Table 1 contains the frequency distribution of respondents by regions of the country. The Southwest, which includes Texas and New Mexico, had the greatest percentage of respondents, followed by the West, Midwest, Southeast, and Northeast.

Table 1

Frequency Distribution of Respondents by Region

Region	No.	Rel. Freq.	Cum. Freq.
Northeast	97	10.2	10.2
Southeast	155	16.3	26.5
Southwest	305	32.1	58.6
Midwest	177	18.6	77.2
West	217	22.8	100.0

Table 2 lists the frequency distribution of respondents according to the Southern population setting in which their schools were located. The great majority of small schools surveyed were located in rural areas. Less than 8% of the respondents' schools were set in either urban, suburban, or medium-sized city locations.

Table 2

Frequency Distribution of Respondents
by Population Setting

Setting	No.	Rel. Freq.	Cum. Freq.
Urban	21	2.2	2.2
Suburban	26	2.7	4.9
Medium	22	2.3	7.3
Rural	882	92.7	100.0

Table 3 lists the frequency distribution of the gender of the respondents. The ratio of male to female respondents was approximately 3 to 2. Table 4 shows a breakdown of respondents by sex and position held. A chi-square test of independence between teachers and administrators (principals and superintendents combined) demonstrated that the difference in the distribution was significant at the .001 level.

Table 3

Frequency Distribution of Respondents by Sex

Sex	No.	Rel. Freq.	Cum. Freq.
Male	568	59.7	59.7
Female	383	40.3	100.0

Table 4

Cross Tabulation of Respondents by Sex and Position Held

	Teacher		Principal		Superintendent		Other	
Sex	No.	%C	No.	%C	No.	%C	No.	%C
Male	126	28	188	87	201	95	53	72
Female	323	72	29	13	10	5	21	2

%C = Percent of Column

Table 5 contains the frequency distribution of respondents by highest degree earned. There were nearly twice as many holders of masters degrees as holders of bachelors degrees. Slightly over 4% of the respondents held doctorate degrees.

Table 5

Frequency Distribution of Respondents
by Highest Degree Earned

Degree	No.	Rel. Freq.	Cum. Freq.
Bachelors	319	33.5	33.5
Masters	590	62.0	95.6
Doctorate	42	4.4	100.0

Table 6 contains the frequency distribution of respondents by ethnicity. Over 96% of the respondents were White, non-Hispanic.

Table 6

Frequency Distribution of Respondents by Ethnicity

Ethnicity	No.	Rel. Freq.	Cum. Freq.
Anglo	914	96.1	96.1
Hispanic	15	1.6	97.7
Black	19	2.0	99.7
Asian	0	0.0	99.7
Amer. Indian	3	0.3	100.0

Table 7 contains the frequency distribution of the respondents by the position held in their school district. The greatest single classification was teacher, which constituted over 47% of the total. However, when the classifications of principal and superintendent are combined, administrators are represented on a nearly equal basis, with 45% of the distribution. The classification, "other," consists of respondents who indicated some combination of positions such as principal and teacher or superintendent and principal.

Table 7

Frequency Distribution of Respondents
by Position Held

Position	No.	Rel. Freq.	Cum. Freq.
Teacher	450	47.3	47.3
Counselor	23	2.3	49.7
Principal	217	22.9	72.6
Superintendent	211	22.2	94.6
Other	50	5.4	100.0

Table 8 contains the frequency distribution of respondents by age. There were approximately as many respondents under the age of 40 as over the age of 40. The largest group of respondents was in the 31-40 classification and the smallest was in the over 60 classification.

Table 8

Frequency Distribution of Respondents by Age

Age Group	No.	Rel. Freq.	Cum. Freq.
Under 21	0	0.0	0.0
21-30	140	14.7	14.7
31-40	313	32.9	47.6
41-50	286	30.1	77.7
51-60	185	19.5	97.2
61 +	18	1.9	99.1
No Response	9	0.9	100.0

Table 9 contains the frequency distribution of respondents by total years of experience in education. Over 45% of the respondents had 16 or more years of experience while only 7.8% of the respondents had 8 or more years of experience.

Table 9

Frequency Distribution of Respondents by Total Years Experience in Education

Years	No.	Rel. Freq.	Cum. Freq.
1-3	74	7.8	7.8
4-7	125	13.1	20.9
8-15	317	33.3	54.3
16 +	429	45.1	99.4
No Response	6	0.6	100.0

Table 10 contains the frequency distribution of responden by years of experience in small schools. The category with the most respondents was again 16 or more years, with nearly 35% of the total. Of the respondents, 67% had 8 or more years of experience in small schools.

Table 10

Frequency Distribution of Respondents by Years of Experience in Small Schools

Years	No.	Rel. Freq.	Cum. Freq.
1-3	135	14.2	14.2
4-7	172	18.1	32.3
8-15	306	34.8	99.3
16 +	331	34.8	99.3
No Response	7	0.7	100.0

Total Sample

Ideal and Real Rankings

The respondents were asked to respond to the 96 items on the survey, first, in terms of how important they perceived these items to be for their own purposes in their own schools. Table 11 contains the top 10 items from the ranking--those perceived to be most important by the respondents. In general, the items tended to cluster around issues related to classroom management and school administration.

Table 11

Top 10 Items from Ranking by Importance (Ideal)

Rank	Item	Mean
1	Maintain effective discipline	4.70
2	Adequately staff each school with appropriately trained personnel	4.62
3	Maintain effective classrooom management	4.59
4	Establish, communicate, and enforce discipline policies	4.54
5	Demonstrate active support of faculty & staff	4.54
6	Assure that school policies and procedures are in compliance with established laws	4.52
7	Provide safe and secure work environment	4.46
8	Assure that adequate supplies and materials are in the schools	4.43
9	Provide consistent and fair enforcement of personnel rules and regulations	4.40
10	Secure input from teachers when making decisions which affect instruction	4.38

Table 12 contains the bottom 10 items from the ranking (those perceived to be the least important by the respondents). The items at the bottom end of the ranking tended to cluster around issues related to curricular offerings and instructional methods.

Table 12
Bottom 10 Items From Ranking by Importance (Ideal)

Rank	Item	Mean
87	Provide courses in free enterprise	3.17
88	Encourage community involvement in instruction	3.16
89	Training in report preparation and record-keeping skills	3.08
90	Encourage community involvement in planning	3.04
91	Alternative modes of delivery for inservice, such as videotape or closed circuit television	2.92
92	Utilize peer tutoring programs	2.89
93	Provide foreign language courses	2.85
94	Training in multicultural education	2.72
95	Utilize team-teaching strategies	2.65
96	Provide bilingual program	1.92

The respondents were also asked to respond to the same 96 items on the survey in terms of how well they perceived these items which were being performed in their schools. Table 13 contains the top 10 items from the ranking by performance. Again, most of the items in the top 10 pertained to matters related principally to classroom management and school administration.

Table 13

Top 10 Items From Ranking by Performance (Real)

Rank	Item	Mean
1	Assure that school policies and procedures are in compliance with established laws	4.25
2	Provide safe and secure work environment	4.18
3	Maintain effective discipline	4.07
4	Demonstrate active support of faculty and staff	4.06
5	Encourage student-teacher interaction during instruction	4.04
6	Assure that adequate supplies and materials are in the schools	4.02
7	Establish, communicate, and enforce discipline policies	4.01
8	Maintain effective classroom management	4.01
9	Adequately staff each school with appropriately trained personnel	3.99
10	Establish and maintain informal contact with students	3.96

Table 14 contains the bottom 10 items from the ranking. The items again tended to cluster around issues related to curricular offerings and instructional strategies.

Table 14

Bottom 10 Items From Ranking by Performance (Real)

Rank	Item	Mean
87	Alternative modes of delivery for inservice, such as videotape or closed circuit television	2.61
88	Training in grouping strategies and small group management skills	2.56
89	Provide programs for gifted and talented	2.56
90	Continuous training for classroom aides or volunteers	2.55
91	Utilize peer tutoring programs	2.48
92	Training in multicultural education	2.43
93	Provide foreign language courses	2.39
94	Utilize team-teaching strategies	2.18
95	Strategies for dealing with teacher burnout	2.18
96	Provide bilingual programs	2.06

Quadrant Assessment.

When the items on the survey were examined both in terms of importance and performance, they were placed in one of the four quadrants discussed above: High Ideal-High Real, High Ideal-Low Real (Needs Quadrant), Low Ideal-High Real, or Low Ideal-Low Real. Seventy-four of the 96 items on the survey (77.11%) were perceived to have been both important ideally and performed well (High Ideal-High Real). None of these items constituted areas of need, therefore, because although they were perceived to be relatively important they were also perceived to be performed relatively well.

None of the items were perceived to be of low importance and high performance. Six items were perceived to have been neither important nor well performed. All six of these items appear in tables 12 and 14.

Sixteen items were perceived to have been relatively important but not performed well. These items constituted areas of actual need since, in the perceptions of the respondents, there was a discrepancy between the way things are (Real) and the way things should be (Ideal). Table 15 contains the items in the needs quadrant, including the Ideal and Real means and the computed scores used in ranking the items within the quadrant. Table 16 contains the listing of the items from the Needs Quadrant.

The discrepancy between Ideal and Real scores on items in the top of the ranking clearly indicated that these items should be viewed as areas of need.

Table 15

Ranking of Survey Items Found in the Needs Quadrant
(High Ideal-Low Real)

Rank	Item	Ideal	Real	Comp.*
1	88	4.10	2.89	5.31
2	89	4.04	2.92	5.14
3	85	5.52	2.18	4.87
4	84	3.78	2.88	4.72
5	11	3.53	2.56	4.51
6	73	3.57	2.78	4.37
7	75	3.51	2.77	4.26
8	77	3.57	2.98	4.17
9	86	3.52	2.93	4.14
10	78	3.24	2.55	3.96
11	87	3.24	2.56	3.93
12	51	3.18	2.71	3.65
13	35	3.16	2.72	3.62
14	6	3.17	2.88	3.51
15	36	3.04	2.68	3.43
16	79	3.08	2.78	3.41

*Computed by multiplying the "Ideal" score by two and subtracting the "Real" score.

However, items near or at the bottom of the ranking should not be interpreted as areas of great need. The last 4 items in the ranking also appear among the bottom 10 items when ranked by importance alone (see table 12).

Table 16

Listing of Items in the Needs Quadrant--Total Sample

Rank	Item
1	Strategies to motivate students
2	Training in fostering positive student self image
3	Strategies for dealing with teacher burnout
4	Some type of incentive program for professional development, such as college credit, released time, or monetary compensation
5	Provide programs for gifted and talented
6	Training in principles and methods of counseling students
7	Training in how to conduct effective parent conferences
8	Training in methods to individualize instruction
9	Regular opportunities to communicate classroom successes and failures with peers
10	Continuous training for classroom aides or volunteers
11	Training in grouping strategies and small group management skills
12	Strengthen parent-teacher organizations
13	Encourage community involvement in instruction
14	Provide courses in free enterprise
15	Encourage community involvement in planning
16	Training in report preparation and record-keeping skills

Differences in Findings by Position

Differences in responses by principals (N=211) and superintendents (N=204) were examined, and it was determined that there was no significant difference between the two groups on either the Ideal or the Real scale. There were some differences on individual items, but for the purpose of comparing teachers with administrators, the responses of principals and superintendents were combined to form the administrator group.

The responses by teachers (N=450) and administrators were compared, and it was determined that there were significant differences between the two groups on both the total Ideal and total Real scales ($p < .001$). In terms of the individual items, there were statistically significant differences between the groups on over 54% of the items on the Ideal scale and on over 63% of the items on the Real scale. The areas of disagreement were broad, but some patterns or trends were discerned. (The entire list of items for teachers versus administrators are shown in Appendixes B and C).

Of the 52 items on the Ideal scale for which there were significant differences between groups, the administrators perceived the items to be significantly more important than did the teachers 80% of the time. Futhermcre,of the 61 items on the Real scale for which there were significant differences between groups, the administrators perceived the items to be significantly better performed than did the teachers over 90% of the time. In other words, with only a few exceptions, the administrators believed that many of the items on the survey were both more important and better performed than did the teachers.

With such significant differences between the two groups in their responses to the items on the two scales, it was necessary to reexamine the Needs Quadrant in terms of the perceptions of the two groups rather than the total sample.

Nearly one-third of the items perceived to be needs by teachers were not similarly perceived by administrators and did not appear anywhere in the administrators' Needs Quadrant. Of these five items, three did not appear anywhere in the Needs Quadrant of the total sample (see Table 17).

Table 17

Items Perceived as Needs Only by Teachers
and Relative Rankings of Items

Rankings		Item
Teacher	Total	
2	1	Strategies to motivate students
6	-	Provide Courses in free enterprise
9	-	Collaboratively planned inservice programs, with teachers stating their areas of need
12	8	Training in methods to individualize instruction
15	-	Training in proper use of audiovisual equipment

Although there were numerous differences between the two groups, there was much agreement between teachers and administrators regarding areas of need. Nearly 70% of the items identified by teachers as needs were also identified as such by administrators, although their rankings within groups varied somewhat(see Table 18).

Table 18

Agreement Between Teachers and Administrators
Regarding Areas of Need

Rankings T	Rankings A	Rankings Total	Item
1	6	3	Strategies for dealing with teacher burnout
3	5	4	Some type of incentive program for professional development
4	1	2	Training in fostering positive self-image
5	4	5	Provide courses for gifted and talented
7	3	6	Training in principles and methods of counseling students
8	8	9	Regular opportunities to communicate classroom successes and failures with peers
10	2	7	Training on how to conduct effective parent conferences
11	10	10	Continuous training for classroom aides or volunteers
13	7	11	Training in grouping strategies and small group management skills
14	12	12	Strengthen parent-teacher organizations
16	11	13	Encourage community involvement in instruction

Differences in Findings by Region

Some differences among regions were significant on the total Ideal scale ($p < .01$). A Duncan's Multiple Range Test determined the perceptions of the respondents in the Southeast region (Kentucky, North Carolina, West Virginia, and Mississippi) were significantly different from those in the West (Oregon, Nevada, and Idaho). There were no other significant differences among regions on the total Ideal scale (see Table 19).

Table 19

Duncan's Multiple Range Test To Identify Differences
Among Regions-Total Ideal Scale

Region	N	Mean	Grouping*	
Southeast	155	345.81	A	
Southwest	305	338.30	A	B
Northeast	97	337.44	A	B
Midwest	217	333.77	A	B
West	177	328.42		B

In terms of the total Real scale, some differences among regions were again significant ($p < .05$). The Duncan's Multiple Range Test determined that the perceptions of the respondents in the Southwest Region differed from the perceptions of the respondents in all the other regions (see Table 20). In other words, respondents from the Southwest perceived that the various items on the survey were significantly better performed in reality than did the respondents from any of the other regions.

Table 20

Duncan's Multiple Range Test To Identify Differences
Among Regions--Total Real Scale

Region	N	Mean	Grouping*
Southwest	305	303.99	A
Northeast	97	291.51	B
Midwest	217	291.50	B
West	177	289.93	B
Southeast	155	288.93	B

*Means with the same letter are not significantly different from each other

Among the various regions, respondents from the Southeast were most critical of the way in which the items were being performed, even though they perceived the items to be more important than did respondents in any other region.

Other Findings

Analysis of the other demographic data revealed no significant conclusions relative to differences among the various groups in their responses to the survey.

SUMMARY

During the fall 1981, the staff of the National Center for Smaller Schools conducted a needs assessment among the nation's smaller schools. A total of 951 schools from 17 states was included in the study.

The 96 items on the survey fall into three broad categories--curriculum and instruction, administration, and professional preparation and development. The survey insrument permittted respondents to react to these items both in terms of how important they perceived them to be (the Ideal scale) and in terms of how well they were being performed (the Real scale).

Every item is found somewhere on the high/low continuum for both the Ideal and Real scales. Those items perceived by the respondents to be relatively important but not performed well in reality constituted areas of greatest need among the nation's smaller schools.

Over 77% of the items on the survey were perceived both to have been important and to have been well performed in reality. On the other hand, 12 items were found to be definite areas of need, 10 of which were from the professional preparation and development category. The top 5 needs were (1) the development of strategies to motivate students; (2) the provision of training in fostering positive student self-image; (3) the identification of strategies for dealing with teacher burnout; (4) the provision of some type of incentive program for professional development, such as college credit, released time, or monetary compensation; and (5) the provision of programs for gifted and talented students.

There were significant differences between the perceptions of teachers and administrators (principals and superintendents) on both the total scales and on numerous individual items. Statistically significant differences were found on over 54% of the items on the Ideal scale and on over 63% of the items on the Real scale. Nearly one-third of the items perceived to be needs by the teachers were not similarly perceived by the administrators.

There were also some differences by region of the country. The sample was divided into five geographical areas; Northeast, Southeast, Southwest, Midwest, and West. On the Ideal scale, the perceptions of respondents from the Southeast were significantly different from those in the West. On the Real scale, the perceptions of respondents from the Southwest were significantly different from those of the other regions.

Respondents perceived that most of the items on the survey were important and were being performed well in reality, but there were a number of distinct areas of need that were identified in this national assessment.

Most of these needs are related to, and can be met through, effective staff development efforts. It is, therefore, incumbent on institutions of higher education and other training agencies and organizations to examine the extent to which the findings reported here are applicable to small schools under their purview and to meet with school personnel to collaborate in planning preservice and inservice experiences that will meet those needs.

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NATIONAL CENTER FOR SMALLER SCHOOLS
COLLEGE OF EDUCATION / TEXAS TECH UNIVERSITY
OFFICE OF THE DIRECTOR / BOX 4560 / LUBBOCK, TEXAS 79409 / (806) 742-2391

TO: Superintendent Addressed

FROM: Weldon Beckner, Director Weldon Beckner

DATE: November 16, 1981

We need your help! Your school has been selected as part of a small random sample to provide information on specific needs in smaller schools of the nation. This information is needed to help persuade local, state, and national governmental agencies to better provide for those needs.

Please complete one of the questionnaires yourself and ask one of your principals (if your system has principals) and three of your teachers to complete it. We would prefer that the distribution to teachers be one each to elementary, junio. high, and high school levels if possible. The form can be completed in about 15 minutes. Self-addressed return envelopes are enclosed for your convenience.

Thank you very much for your help. We anticipate national attention and results to accrue from this study. If you would like to receive summary information after the study is completed simply enclose a self-addressed envelope.

pv

Enclosures.

NATIONAL NEEDS ASSESSMENT OF SMALLER SCHOOLS

INSTRUCTIONS

FIRST, provide the demographic data requested below. For item #5a be sure to write in the actual number of schools under your supervision. All the other items may be completed by placing a check mark (✓) in the space provided.

SECOND, complete the IDEAL forms (white) for the areas of Curriculum and Instruction, Administration, and Professional Preparation and Development. You should respond to the items in terms of how important you perceive them to be to your school(s).

THIRD, complete the REAL forms (green) for the areas of Curriculum and Instruction, Administration, and Professional Preparation and Development. You should respond to the items in terms of how well you believe they are presently being performed in your school(s).

FOURTH, when you have completed both forms for all three areas, please check to be certain that all demographic data is correct. Then return the survey to the National Center for Smaller Schools, using the self-addressed envelope provided. Thank you very much for your cooperation.

DEMOGRAPHIC DATA

1. Population setting:
   ( ) urban ( ) medium city
   ( ) suburban ( ) rural

Region _____

2. Sex:
   ( ) Male
   ( ) Female

3. Position
   ( ) Teacher
   ( ) Counselor
   ( ) Principal
   ( ) Superintendent

4. Age in Years:
   ( ) Under 21 ( ) 41-50
   ( ) 21-30 ( ) 51-60
   ( ) 31-40 ( ) 61+

5a. Number of School(s) under your supervision:
   ( ) Elementary
   ( ) Middle/Jr. High School
   ( ) High School

5b. Grades Included in School(s):

_____

6. Total Years of Teaching/Administration:
   ( ) 1-3
   ( ) 4-7
   ( ) 8-15
   ( ) 16 or more

7. Years Experience in Small Schools:
   ( ) 1-3
   ( ) 4-7
   ( ) 8-15
   ( ) 16 or more

8. Highest Degree Earned:
   ( ) Bachelor ( ) Masters ( ) Doctorate

9. Ethnic group:
   ( ) White (non-Hispanic) ( ) Black (non-Hispanic)
   ( ) Hispanic/Spanish ( ) Asian
   ( ) American Indian

IDEAL

Curriculum and Instruction

	ESSENTIAL	VERY IMPORTANT	IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
Scope					
1. Provide college preparatory courses	5	4	3	2	1
2. Provide foreign language courses	5	4	3	2	1
3. Provide remedial basic skills classes	5	4	3	2	1
4. Provide local culture and history awareness	5	4	3	2	1
5. Integrate library and research skills into the total curriculum	5	4	3	2	1
6. Provide courses in free enterprise	5	4	3	2	1
7. Provide courses in citizenship	5	4	3	2	1
8. Provide bilingual program	5	4	3	2	1
9. Provide appropriate and adequate number of vocational courses	5	4	3	2	1
10. Provide higher levels of math and science	5	4	3	2	1
11. Provide programs for gifted/talented	5	4	3	2	1
12. Provide programs for special education students	5	4	3	2	1
13. Provide student activities program	5	4	3	2	1
Sequence and Articulation					
14. Utilize current and complete curriculum guides	5	4	3	2	1
15. Correlate topics among subjects and areas	5	4	3	2	1
16. Maintain continuity between grades (articulation)	5	4	3	2	1
17. Provide long range (3-5 years) planning of curriculum and instruction	5	4	3	2	1
18. Support standard, state-wide curriculum requirements	5	4	3	2	1
19. Support flexible, local control over curriculum requirements	5	4	3	2	1
20. Provide annual instructional objectives and goals	5	4	3	2	1
Instruction and Organization					
21. Utilize flexible scheduling/structure	5	4	3	2	1
22. Utilize innovative instructional practices, capitalizing on strengths of "smallness"	5	4	3	2	1
23. Encourage student-teacher interaction during instruction	5	4	3	2	1
24. Utilize instructional support personnel (aides, community persons, etc.)	5	4	3	2	1
25. Utilize a wide variety of instructional techniques	5	4	3	2	1
26. Utilize instructional strategies that accommodate for needs of slow learners	5	4	3	2	1
27. Encourage classroom teacher autonomy to determine appropriate curriculum offerings and instructional strategies	5	4	3	2	1
28. Encourage shared planning between teachers and administrators to determine appropriate curriculum and instruction	5	4	3	2	1
29. Maintain effective classroom management	5	4	3	2	1
30. Maintain effective student discipline	5	4	3	2	1
31. Encourage competency-based tests for students	5	4	3	2	1
32. Utilize team teaching strategies	5	4	3	2	1
33. Utilize peer tutoring programs	5	4	3	2	1
34. Utilize standardized test results in instructional planning	5	4	3	2	1
35. Encourage community involvement in instruction	5	4	3	2	1
36. Encourage community involvement in planning	5	4	3	2	1
37. Encourage open communication between the community and the school	5	4	3	2	1

IDEAL

ADMINISTRATION

	ESSENTIAL	VERY IMPORTANT	IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
LEADERSHIP					
1. Be available to instructional staff at all times	5	4	3	2	1
2. Frequently visit classrooms and observe instruction	5	4	3	2	1
3. Be aware of instructional trends and issues	5	4	3	2	1
4. Adequately staff each school with appropriately trained personnel	5	4	3	2	1
5. Demonstrate long range planning skills	5	4	3	2	1
6. Demonstrate active support of faculty and staff	5	4	3	2	1
7. Secure input from teachers when making decisions which affect instruction	5	4	3	2	1
8. Provide timely information to teachers and staff regarding state and national trends and issues	5	4	3	2	1
9. Establish and maintain informal contact with students	5	4	3	2	1
10. Involve the community in decision making	5	4	3	2	1
11. Demonstrate goal setting skills	5	4	3	2	1
12. Lobby for equitable system of school financing	5	4	3	2	1
13. Sponsor public assemblies and demonstrations of student achievement	5	4	3	2	1
14. Foster better public relations between the schools and the public	5	4	3	2	1
15. Strengthen parent-teacher organization(s)	5	4	3	2	1
16. Involve school board members in educational activities	5	4	3	2	1
17. Establish and maintain communication among schools and school districts with similar characteristics	5	4	3	2	1
18. Facilitate cooperation among districts for centralized delivery of needed services	5	4	3	2	1
MANAGEMENT					
19. Provide consistent and fair enforcement of personnel rules and regulations	5	4	3	2	1
20. Provide timely information to teachers and staff regarding local policies and procedures	5	4	3	2	1
21. Demonstrate effective and efficient business practices	5	4	3	2	1
22. Provide safe and secure work environment	5	4	3	2	1
23. Establish, communicate and enforce discipline policies	5	4	3	2	1
24. Share calendar of events and activities among schools in the same vicinity	5	4	3	2	1
25. Inform staff of timely legal issues relevant to education	5	4	3	2	1
26. Assure that adequate supplies and materials are in the schools	5	4	3	2	1
27. Assure that school policies and procedures are in compliance with established laws	5	4	3	2	1
28. Assure that libraries are adequately equipped	5	4	3	2	1
29. Distribute workload fairly and appropriately	5	4	3	2	1
30. Provide for the educational needs of severely handicapped students	5	4	3	2	1
31. Provide for the educational needs of the emotionally disturbed child	5	4	3	2	1

IDEAL

Professional Preparation and Development

	ESSENTIAL	VERY IMPORTANT	IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
Teacher					
1. Provide training in writing meaningful, instructional goals and objectives	5	4	3	2	1
2. Provide a means for continuous updating of skills and knowledge in major teaching field	5	4	3	2	1
3. Provide assistance to persons teaching outside their major field	5	4	3	2	1
4. Provide closer supervision of and assistance to beginning teachers	5	4	3	2	1
5. Provide training in multicultural education	5	4	3	2	1
6. Provide training in principles and methods of counseling students	5	4	3	2	1
7. Provide information regarding students' rights and responsibilities	5	4	3	2	1
8. Provide training on how to conduct effective parent conferences	5	4	3	2	1
9. Schedule cooperative inservice activities among a number of schools of similar size or location	5	4	3	2	1
10. Provide training in methods to individualize instruction	5	4	3	2	1
11. Provide continuous training for classroom aides or volunteers	5	4	3	2	1
12. Provide training in report preparation and record-keeping skills	5	4	3	2	1
13. Provide training in proper use of audio-visual equipment	5	4	3	2	1
14. Identify alternative modes of delivery for inservice, such as videotape or closed circuit television	5	4	3	2	1
15. Collaboratively plan inservice programs, with teachers stating their areas of need	5	4	3	2	1
16. Utilize the regional service center approach to deliver inservice education	5	4	3	2	1
17. Establish some type of incentive program for professional development, such as college credit, released time, or monetary compensation	5	4	3	2	1
18. Identify strategies for dealing with teacher burnout	5	4	3	2	1
19. Provide regular opportunities to communicate classroom successes and failures with their peers	5	4	3	2	1
20. Provide training in grouping strategies and small group management skills	5	4	3	2	1
21. Identify and implement strategies to motivate students	5	4	3	2	1
22. Provide training in fostering positive student self-image	5	4	3	2	1
Administrator					
23. Provide information regarding government grants	5	4	3	2	1
24. Identify strategies to cope with declining/increasing enrollments	5	4	3	2	1
25. Provide closer supervision of all instructional staff	5	4	3	2	1
26. Provide training on how to conduct effective parent conferences	5	4	3	2	1
27. Develop interpersonal communication skills	5	4	3	2	1
28. Develop leadership skills	5	4	3	2	1
29. Improve evaluation skills	5	4	3	2	1
30. Provide training to cope with daily scheduling and management problems.	5	4	3	2	1

REAL

Curriculum and Instruction

		VERY WELL	WELL	FAIR	POOR	VERY POOR
Scope						
1.	Provide college preparatory courses	5	4	3	2	1
2.	Provide foreign language courses	5	4	3	2	1
3.	Provide remedial basic skills classes	5	4	3	2	1
4.	Provide local culture and history awareness	5	4	3	2	1
5.	Integrate library and research skills into the total curriculum	5	4	3	2	1
6.	Provide courses in free enterprise	5	4	3	2	1
7.	Provide courses in citizenship	5	4	3	2	1
8.	Provide bilingual program	5	4	3	2	1
9.	Provide appropriate and adequate number of vocational courses	5	4	3	2	1
10.	Provide higher levels of math and science	5	4	3	2	1
11.	Provide programs for gifted/talented	5	4	3	2	1
12.	Provide programs for special education students	5	4	3	2	1
13.	Provide student activities program	5	4	3	2	1
Sequence and Articulation						
14.	Utilize current and complete curriculum guides	5	4	3	2	1
15.	Correlate topics among subjects and areas	5	4	3	2	1
16.	Maintain continuity between grades (articulation)	5	4	3	2	1
17.	Provide long range (3-5 years) planning of curriculum and instruction	5	4	3	2	1
18.	Support standard, state-wide curriculum requirements	5	4	3	2	1
19.	Support flexible, local control over curriculum requirements	5	4	3	2	1
20.	Provide annual instructional objectives and goals	5	4	3	2	1
Instruction and Organization						
21.	Utilize flexible scheduling/structure	5	4	3	2	1
22.	Utilize innovative instructional practices, capitalizing on strengths of "smallness"	5	4	3	2	1
23.	Encourage student-teacher interaction during instruction	5	4	3	2	1
24.	Utilize instructional support personnel (aides, community persons, etc.)	5	4	3	2	1
25.	Utilize a wide variety of instructional techniques	5	4	3	2	1
26.	Utilize instructional strategies that accommodate for needs of slow learners	5	4	3	2	1
27.	Encourage classroom teacher autonomy to determine appropriate curriculum offerings and instructional strategies	5	4	3	2	1
28.	Encourage shared planning between teachers and administrators to determine appropriate curriculum and instruction	5	4	3	2	1
29.	Maintain effective classroom management	5	4	3	2	1
30.	Maintain effective student discipline	5	4	3	2	1
31.	Encourage competency-based tests for students	5	4	3	2	1
32.	Utilize team teaching strategies	5	4	3	2	1
33.	Utilize peer tutoring programs	5	4	3	2	1
34.	Utilize standardized test results in instructional planning	5	4	3	2	1
35.	Encourage community involvement in instruction	5	4	3	2	1
36.	Encourage community involvement in planning	5	4	3	2	1
37.	Encourage open communication between the community and the school	5	4	3	2	1

REAL

ADMINISTRATION

LEADERSHIP

		VERY WELL	WELL	FAIR	POOR	VERY POOR
1.	Be available to instructional staff at all times	5	4	3	2	1
2.	Frequently visit classrooms and observe instruction	5	4	3	2	1
3.	Be aware of instructional trends and issues	5	4	3	2	1
4.	Adequately staff each school with appropriately trained personnel	5	4	3	2	1
5.	Demonstrate long range planning skills	5	4	3	2	1
6.	Demonstrate active support of faculty and staff	5	4	3	2	1
7.	Secure input from teachers when making decisions which affect instruction	5	4	3	2	1
8.	Provide timely information to teachers and staff regarding state and national trends and issues	5	4	3	2	1
9.	Establish and maintain informal contact with students	5	4	3	2	1
10.	Involve the community in decision making	5	4	3	2	1
11.	Demonstrate goal setting skills	5	4	3	2	1
12.	Lobby for equitable system of school financing	5	4	3	2	1
13.	Sponsor public assemblies and demonstrations of student achievement	5	4	3	2	1
14.	Foster better public relations between the schools and the public	5	4	3	2	1
15.	Strengthen parent-teacher organization(s)	5	4	3	2	1
16.	Involve school board members in educational activities	5	4	3	2	1
17.	Establish and maintain communication among schools and school districts with similar characteristics	5	4	3	2	1
18.	Facilitate cooperation among districts for centralized delivery of needed services	5	4	3	2	1

MANAGEMENT

19.	Provide consistent and fair enforcement of personnel rules and regulations	5	4	3	2	1
20.	Provide timely information to teachers and staff regarding local policies and procedures	5	4	3	2	1
21.	Demonstrate effective and efficient business practices	5	4	3	2	1
22.	Provide safe and secure work environment	5	4	3	2	1
23.	Establish, communicate and enforce discipline policies	5	4	3	2	1
24.	Share calendar of events and activities among schools in the same vicinity	5	4	3	2	1
25.	Inform staff of timely legal issues relevant to education	5	4	3	2	1
26.	Assure that adequate supplies and materials are in the schools	5	4	3	2	1
27.	Assure that school policies and procedures are in compliance with established laws	5	4	3	2	1
28.	Assure that libraries are adequately equipped	5	4	3	2	1
29.	Distribute workload fairly and appropriately	5	4	3	2	1
30.	Provide for the educational needs of severely handicapped students	5	4	3	2	1
31.	Provide for the educational needs of the emotionally disturbed child	5	4	3	2	1

REAL

PROFESSIONAL PREPARATION AND DEVELOPMENT

	VERY WELL	WELL	FAIR	POOR	VERY POOR
TEACHER					
1. Provide training in writing meaningful, instructional goals and objectives	5	4	3	2	1
2. Provide a means for continuous updating of skills and knowledge in major teaching field	5	4	3	2	1
3 Provide assistance to persons teaching outside their major field	5	4	3	2	1
4 Provider closer supervision of and assistance to beginning teachers	5	4	3	2	1
5. Provide training in multicultural education	5	4	3	2	1
6. Provide training in principles and methods of counseling students	5	4	3	2	1
7. Provide information regarding students' rights and responsibilities	5	4	3	2	1
8. Provide training on how to conduct effective parent conferences	5	4	3	2	1
9. Schedule cooperative inservice activities among a number of schools of similar size or location	5	4	3	2	1
10. Provide training in methods to individualize instruction	5	4	3	2	1
11. Provide continuous training for classroom aides or volunteers	5	4	3	2	1
12. Provide training in report preparation and record-keeping skills	5	4	3	2	1
13. Provide training in proper use of audio-visual equipment	5	4	3	2	1
14. Identify alternative modes of delivery for inservice, such as videotape or closed circuit television	5	4	3	2	1
15. Collaboratively plan inservice programs, with teachers stating their areas of need	5	4	3	2	1
16. Utilize the regional service center approach to deliver inservice education	5	4	3	2	1
17. Establish some type of incentive program for professional development, such as college credit, released time, or monetary compensation	5	4	3	2	1
18. Identify strategies for dealing with teacher burnout	5	4	3	2	1
19. Provide regular opportunities to communicate classroom successess and failures with their peers	5	4	3	2	1
20. Provide training in grouping strategies and small group management skills	5	4	3	2	1
21. Identify and implement strategies to motivate students	5	4	3	2	1
22. Provide training in fostering positive student self-image	5	4	3	2	1
ADMINISTRATOR					
23. Provide information regarding government grants	5	4	3	2	1
24. Identify strategies to cope with declining/increasing enrollments	5	4	3	2	1
25. Provide closer supervision of all instructional staff	5	4	3	2	1
26. Provide training on how to conduct effective parent conferences	5	4	3	2	1
27. Develop interpersonal communication skills	5	4	3	2	1
28. Develop leadership skills	5	4	3	2	1
29. Improve evaluation skills	5	4	3	2	1
30. Provide training to cope with daily scheduling and management problems	5	4	3	2	1

APPENDIX B

Significant Differences Between Teachers (T) and Administrators (A)

(Ideal)

No.	Item	P	High M*
1	Provide foreign language courses.....	.01	A
2	Provide remedial basic skills classes....	.01	T
3	Provide college preparatoy courses.....	.05	A
6	Provide courses in free enterprise.....	.001	A
7	Provide courses in citizenship.....	.001	A
8	Provide bilingual program.....	.01	T
9	Provide appropriate and adequate number of vocational courses.....	.05	A
10	Provide higher levels of math and science.....	.01	A
13	Provide student activities program.....	.001	A
17	Provide long-range (3-5 years) planning of curriculum and instruction.....	.001	A
19	Support flexible, local control over curriculum requirements.....	.001	A
20	Provide annual instructional objectives and goals.....	.001	A
21	Utilize felexible scheduling/structure...	.001	T
24	Utilize instructional support perssonnel (aides, community persons, etc.).....	.05	T
27	Encourage classroom-teacher autonomy to determine appropriate curriculum offerings and instructional planning...	.001	A
34	Utilize standardized test results in instructional planning.....	.001	A
39	Frequently visit classrooms and observe instruction.....	.001	A

P = level of significance * = The group of respondents that had the higher mean for the item

(--Ideal cont'd)

No.	Item	P	High M*
40	Be aware of instructional trends and issues.....	.001	A
41	Adequately staff each school with appropriately trained personnel.....	.01	A
46	Involve the community in decision making.....	.05	A
48	Lobby for equitable system of school financing.....	.01	A
50	Foster better public relations between the schools and the public.....	.001	A
52	Involve school board members in educational activities.....	.001	A
53	Establish and maintain communication among schools and school districts with similar characteristics.....	.01	A
55	Provide consistent and fair enforcement of personnel rules and regulations.....	.01	A
56	Provide timely information to teachers and staff regarding local policies and procedures.....	.01	A
57	Demonstrate effective and efficient business practices.....	.05	A
58	Provide safe and secure work environment.	.05	A
63	Assure that school policies and procedures are in compliance with established laws.....	.01	A
64	Assure that libraries are adequately equipped.....	.05	A
66	Provide for the educational needs of severely handicapped students.....	.01	A
67	Provide for the educational needs of the emotionally disturbed child.....	.05	A
68	Training in writing meaningful instructional goals and objectives.....	.001	A
71	Closer supervision of and assistance to beginning teachers.....	.001	A
75	Training on how to conduct effective parent conferences.....	.001	A
76	Cooperative inservice activities among a number of schools of similar size or location.....	.05	A
77	Training in methods to individualize instruction.....	.001	A
79	Training in report preparation and record-keeping equipment.....	.001	A
80	Training in proper use of audiovisual equipment.....	.001	A

No.	Item	P	High M*
81	Alternative modes of delivery for inservice such as videotape or closed-circuit television.....	.05	T
83	Regional service center approach to deliver inservice education.....	.05	A
84	Some type of incentive program for professional development, such as college credit, released time, or monetary compensation.....	.001	T
85	Strategies for dealing with teacher burnout.....	.001	T
86	Regular opportunities to communicate classroom successes and failures with peers.....	.01	T
87	Training in grouping strategies and small group management skills.....	.05	A
88	Strategies to motivate students.....	.001	A
89	Training in fostering positive student self-image.....	.05	A
90	Information regarding government grants..	.001	T
91	Strategies to cope with declining/increasing enrollments.....	.05	T
92	Closer supervision of all instructional staff.....	.001	A
95	Evaluation skills.....	.01	A

P = Level of significance
* The group of respondents that had the higher mean for the item.

APPENDIX C

Significant Differences Between Teachers (T)
and Administrators (A)

(Real)

No.	Item	P	High M*
1	Provide foreign laguage courses.....	.001	A
3	Provide college preparatory courses.....	.05	A
4	Provide local culture and history awareness.....	.05	A
5	Integrate library and research skills into the total curriculum.....	.05	A
6	Provde courses in free enterprise.....	.001	A
7	Provide courses in citizenship.....	.001	A
8	Provide bilingual program.....	.05	A
9	Provide appropriate and adequate number of vocational courses.....	.05	A
10	Provide higher levels of math and science.....	.001	A
11	Provide programs for gifted/talented.....	.05	A
12	Provide programs for special education...	.001	A
13	Provide student activities program.....	.001	A
14	Utilize current and complete curriculum guides.....	.05	T
21	Utilize flexible scheduling/structure....	.001	T
23	Encourage student-teacher interaction during instruction.....	.001	T
27	Encourage classroom teacher autonomy to determine appropriate curriculum offerings and instructional strategies.	.01	T
28	Encourage shared planning between teachers and administrators to determine appropriate curriculum and instruction.	.001	A
30	Maintain effective student discipline....	.001	A
32	Utilize team-teaching strategies.....	.001	A

P = Level of significance
* = The group of respondents that had the higher mean for the item.

(--Real cont'd)

No.	Item	P	High M*
36	Encourage community involement in planning	.001	A
37	Provide timely information to teachers and staff regarding state and national trends and issues	.001	A
38	Be available to instructional staff at all times	.001	A
39	Frequently visit classrooms and observe instruction	.01	A
40	Be aware of instructional trends and issues	.01	A
41	Adequately staff each school with appropriately trained personnel	.01	A
42	Secure input from teachers when making decisions which affect instruction	.001	A
44	Demonstrate active support of faculty and staff	.001	A
45	Establish and maintain informal contact with students	.01	A
52	Involve school board members in educational activities	.001	A
53	Establish and maintain communication among schools and school districts with similar characteristics	.05	A
55	Provide consistent and fair enforcement of personnel rules and regulations	.001	A
56	Provide timely information to teachers and staff regarding local policies and procedures	.001	A
57	Demonstrate effective and efficient business practices	.001	A
58	Provide safe and secure work environment.	.001	A
59	Establish, communicate, and enforce discipline policies	.001	A
61	Inform staff of timely legal issues relevant to education	.01	A
62	Assure that adequate supplies and materials are in the schools	.001	A
63	Assure that school policies and procedures are in compliance with established laws	.001	A
64	Assure that libraries are adequately equipped	.001	A
65	Distribute workload fairly and appropriately	.001	A
66	Provide for the educational needs of severely handicapped students	.001	A
67	Provide for the educational needs of the emotionally disturbed child	.001	A

No.	Item	P	High M*
68	Training in writing meaningful instructional goals and objectives.....	.001	T
70	Assistance to teachers teaching outside their field.....	.001	A
71	Closer supervision of and assistance to beginning teachers.....	.001	A
73	Training in principles and methods of counseling students.....	.001	A
75	Training on how to conduct effective parent conferences.....	.001	A
77	Training in methods to individualize instruction.....	.01	A
78	Continuous training for classroom aides or volunteers.....	.01	A
79	Training in report preparation and record-keeping skills.....	.001	A
80	Training in proper use of audiovisual equipment.....	.001	A
81	Alternative modes of delivery for inservice, such as videotape or closed circuit television.....	.01	A
82	Collaboratively planned inservice programs, with teachers stating their areas of need.....	.001	A
83	Regional Service Center approach to deliver inservice education.....	.05	A
84	Some type of incentive program for professional development, such as college credit, released time or monetary compensation.....	.01	A
85	Strategies for dealing with teacher burnout.....	.001	A
87	Training in grouping strategies and small group management skills.....	.001	A
88	Strategies to motivate students.....	.001	A
89	Training in fostering positive student self-image.....	.05	A
93	Interpersonal communication skills for administrators.....	.01	A
94	Leadership skills for administrators.....	.01	A

P = Level of significance
* = The group of respondents that had the higher mean for the item